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ABSTRACT

The teacher's aide guide focuses on the various aspects of an aide's position in a migrant educational situation. Following the introduction, section 1 describes the aide's relationship with the teacher, duties of the aide, and materials that might be required; a glossary of commonly used school terms is also provided. Psychologically oriented, section 2 describes accepted approaches for working with children. Also discussed are accident and emergency procedures. Section 3 delves into self-evaluation, taking into consideration the evaluation by others. Included is a self-evaluation form. General Guidelines for Teacher Aides, section 4, conveys the extent of an aide's responsibility and obligations. Section 5 closes the guide with 18 specific duties which a teacher's aide in a migrant educational situation can be expected to perform. (MJB)

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TEACHER'S AIDE GUIDE

OFFICE OF MIGRANT EDUCATION
DIVISION OF CURRICULUM AND INSTRUCTION
NEW JERSEY DEPARTMENT OF EDUCATION

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TEACHER'S AIDE GUIDE

WELCOME ABOARD

You, a teacher aide, are about to become an important part of your school, sharing in the work of the team of adults who teach the children in your community.

This guide has been prepared to help you meet the challenges and enjoy the rewards of your new career. It answers some fundamental questions to help you understand the significance of your new position on the school team.

Your success as an aide will depend mostly on two factors -- your eagerness to learn the skills of helping and your willingness to help others. Make the effort, maintain a friendly and willing spirit, and you will derive great satisfaction from working with migrant children and members of your school's staff.

You, the teachers you work with, and all the others in your school are working for the betterment of education of migrant children. As you gain experience, you'll find yourself assuming more responsibilities and contributing even more greatly to this goal.

Welcome! And good luck in your new career.

Liliam Coya

Mrs. Liliam Coya
Curriculum Coordinator
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INTRODUCTION

Actually, aides contribute most as individuals who enrich the school with their wide variety of background, experience, skill, and talent. Bilingual aides, for example, have been very beneficial in working with children of minority groups who have difficulty with English. Aides chosen from minority groups bring a warmth of understanding and sympathy to children of their own race that is of inestimable value in helping the migrant youngsters adapt to school. When drawn from the ranks of the poor, school aides serve as excellent models for disadvantaged children to admire, work under, and emulate. When the aide comes from a minority group, her status as a member of the school educational team can be a source of pride to every pupil of her race -- a symbol of success and an example of achievement. By the same token, college-educated aides of special talent and accomplishment can serve to inspire all children, giving them new goals and stronger incentives. Think what it would mean to an imaginative child, for instance, to know that a certain aide was a professional writer or a former actress!

Aides, of course, are especially valuable in the Migrant Program where there are classes with boys and girls who cannot speak English.

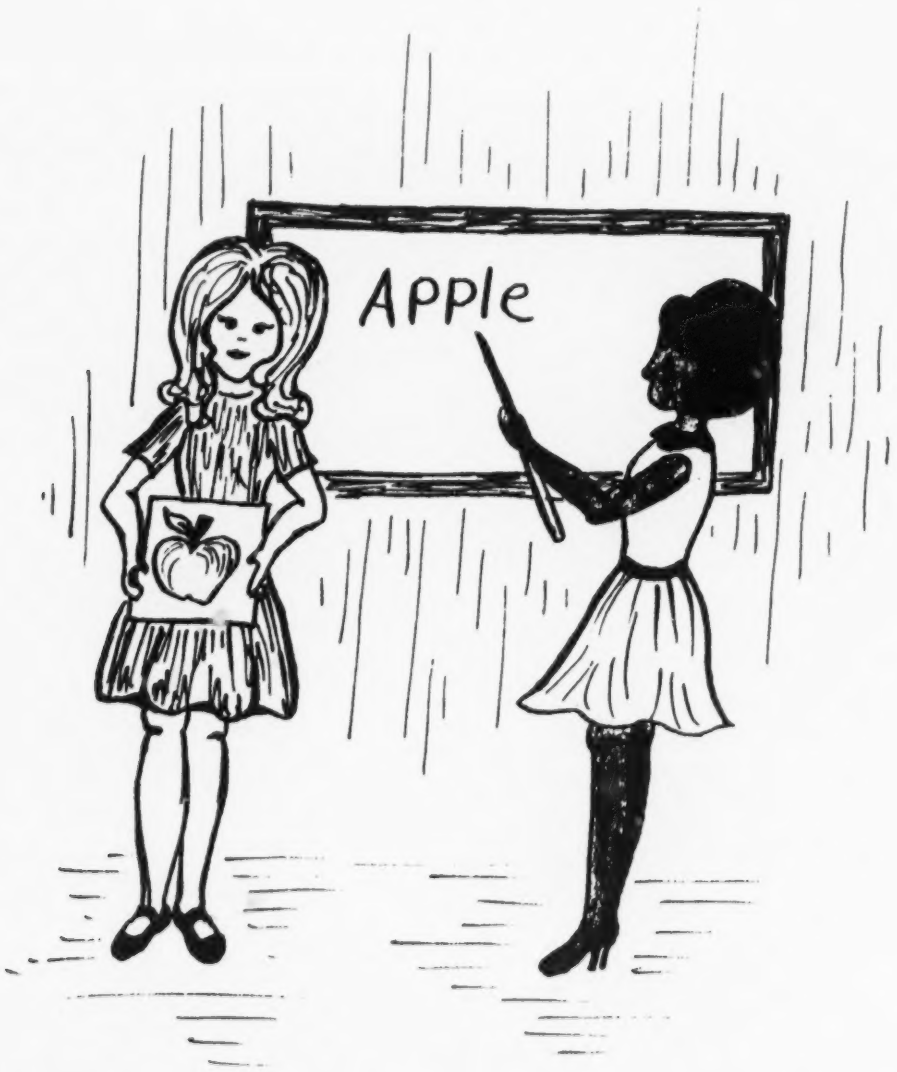
Their presence makes it possible for the teacher to give such pupils the individual attention they so desperately need.

The point is simply that aides have much to offer, especially if the aide corps is varied in economic, cultural, educational, and racial background. All aides, so long as they are eager to learn and willing to help can add a new dimension to the education of the migrant children in our schools.

WORKING WITH TEACHERS

Your basic job is to assist the teacher by giving her more time to teach. Your role is somewhat like that of the nurse to the surgeon, the lab technician to the scientist, the secretary to the executive. You are -- or soon will be - a trained assistant.

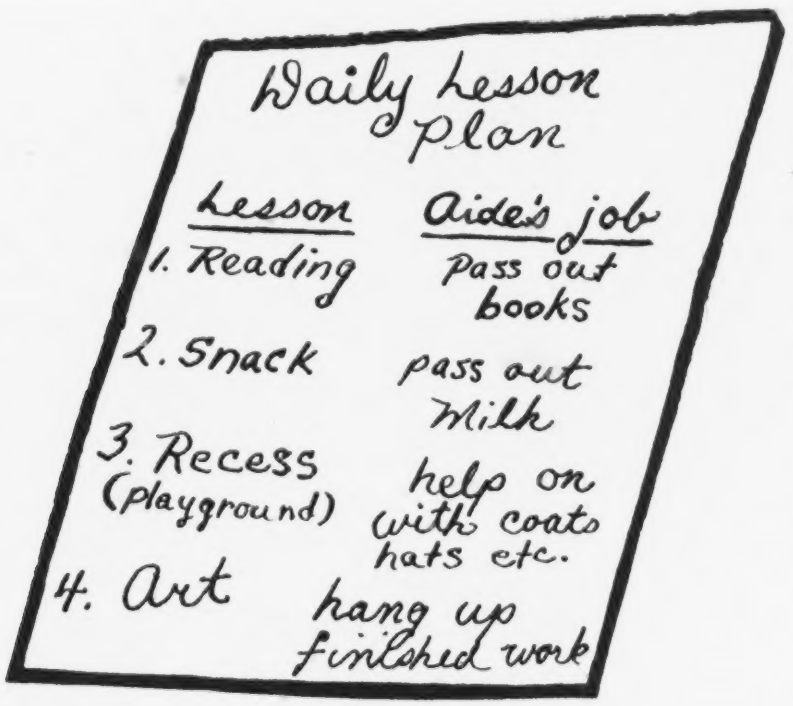
You and the teacher-principal you are assigned to work with will have to work closely as a team. Therefore, you will be expected to



display the attributes of any team member -- a cooperative spirit, a willingness to help in a common purpose, a willingness to overlook

minor faults in others, a willingness to share the responsibility when things go wrong.

The daily lesson plan that your teacher and you decide to use will be of utmost importance. With an instrument such as this, your teacher indicates her general plan for lessons and activities, noting timing through the day. Next to her plan, she lists the activities that will be expected of you. Adequate preparation of this kind avoids classroom disruptions and assures orderly instruction.



Sample of Daily Lesson Plan for Teacher and Aide

This form is used by many teachers to plan the next day's lessons and activities. Note that there is a space labeled "aide's expected activities." These activities are coordinated with the teacher's overall plan.

Teacher's Name		Aide's Name
Subject	Grade Level	Date
Room	School	Time of Class

TEACHER'S GENERAL PLAN	APPROXIMATE TIME	AIDE'S EXPECTED ACTIVITIES

As an aide, you relieve the teacher of many noninstructional jobs that consume class time. But your job needn't be limited to routine affairs. If you are willing to try, you can fit into many educational activities.

Every day you will have opportunities to learn more about your job as an aide. Consider, for instance, all the discussions that take place in a school, such as those in faculty meetings, team meetings, lunchroom gatherings, before or after

school chats with your teacher or with members of the faculty who drop by to relax, or in the daily planning periods. Try to take advantage of those opportunities, especially those that bring you closer to the teachers you work with.

Your education begins on the day you first help to get the classroom ready for the students. As you arrange desks, store supplies, count books, put up bulletin boards, sharpen pencils, make name tags, and so on, ask your teacher questions about your job. You should try to understand something about the subjects that are taught and the grade levels of the text-books used. You should know the schedul-ing procedures and the methods used to keep attendance records, list supplies, and keep inventory. Ask yourself:

1. Are you required to make or keep reports of conferences?

2. What educational machines are available, such as mimeograph machine, photocopier, typewriter, film projector, tape recorder? What are you supposed to know about them and their use?

3. List your specific duties and take notes that will help you to remember, clarify, and evaluate as you proceed from day to day.

4. Check frequently with the teacher you're assigned to, and take your direction from her. She expects you to show initiative, but within the limits that she, as the one in charge, sets.

As you begin your new duties, you'll hear your colleagues use words that may be unfamiliar to you. This informal dictionary of school talk should clue you in.

The Administration - The superintendent, assistant superintendent, principal, assistant principal, curriculum director, elementary and secondary education coordinators, business managers -- the people who make recommendations to the board and implement the decisions and policies of the board.

Audio-Visual Instruction - The use of teaching materials that can be listened to or viewed. Audio-visual instruction takes place when a teacher shows a class a picture clipped from a magazine and when she switches on such sophisticated devices as tape recorders, phonographs, overhead projectors, and filmstrips and movie projectors. In fact, it refers to any method of instruction that bypasses the written test.

Board of Education - A group of men and women elected by the community residents to set educational policies, procedures, and standards for the operation of the schools.

Curriculum - Entire range of courses offered in a school or in a department of that school.

Disadvantaged Child - A term referring to a child who is deprived in any of a number of ways -- economically, culturally and emotionally.

Educable - In the broad sense, anyone who is capable of being educated; also, a retarded person who is nevertheless capable of learning the basic skills of reading, writing, and arithmetic. (See "trainable.")

ESEA - The Elementary and Secondary Education Act of 1965. This act provides billions in federal aid for improving public education.

Graded and Nongraded - Refers to schools. In graded schools, the old standbys, the pupil is in first, second, and third grades, and so forth, and is promoted at the end of each year. Nongraded schools have no formal grade years, and permit pupils to advance according to individual achievement.

Grouping - The practice of combining pupils of like age, mental ability or other characteristics into groups for instructional purposes.

Independent Study - Projects that the student works on outside of class. Often, the teacher advises and guides the student engaged

in an independent study project, but the student is free to proceed on his own.

In-Service Education - On-the-Job Training (usually in the form of classes, lectures, and seminars) for teachers, teacher aides, and other staff members.

I.Q. - Stands for Intelligence Quotient. Schools use standard tests to measure students' general level of intelligence. An I.Q. score of 100 is considered average; over 115 indicates academic promise.

Module - A unit of time from which we get the term "modular scheduling." For example, a secondary school day might consist of eight modules, each 40 minutes long. But some classes might last for only one module, while others lasted two or three.

Overhead Projector - A projector which transmits a strong beam of light through a transparency (slide) and onto a screen. It is easy to operate -- turn on the switch, place a transparency on the projection stage, and focus.

Seat Work - Projects done by the pupil at his seat in the classroom.

Supplementary Reader - An extra book used to fortify the learning activities in the main textbook.

Team Teaching - An organizational procedure, now becoming increasingly popular, whereby two or more teachers, often with the assistance of aides, work together to instruct a group of students.

Trainable - The retarded person who can be trained to do specific things, such as dress himself, make a bed, take care of toilet needs, etc., but who often cannot handle advanced school work.

Transparencies - Large plastic, carbon, cellophane, or acetate slides for use with an overhead projector. They can be written or drawn upon with a grease or china marking pencil and erased with a soft dry cloth or piece of cotton.

Workbook - A student's practice or exercise book.

WORKING WITH CHILDREN

Children differ in size, shape, color, looks, physical ability, behavior, speech, temperament, interest, and background experience. The ideals of public education decree that you accept each child, just as he is, and create conditions which will be constant and conducive to learning. And it's good to remember that the child who is least lovable is probably the one most in need of love.

Affection, sympathy, tolerance, a sense of humor -- these are some of the qualities that you should try to bring to school every morning. They are qualities that require constant nurture, a continuing effort to deepen your understanding of children and their often puzzling behavior. Child psychology provides clues to an understanding of the youngsters you work with and some hints to help build friendly, constructive relations. The following suggestions have been compiled from the observations of leading child psychologists.

....The most important thing to remember when communicating with youngsters is that they need:

(a) confidence

(b) self-esteem
(c) esteem of others
(d) guidance
(e) encouragement

The best way to promote these is by:

1. Learning their names (and using them) as soon as possible.

2. Finding out about their abilities, interests, and backgrounds.

3. Taking time for a friendly chat with each child and showing a definite interest in his welfare and progress.

....Children are sensitive. Especially in the first five grades of school, they are in a continual process of increasing independence -- from their parents, mainly, but also from authority in general. Classroom and school personnel take the place of a parent for a large part of the day. Because of this, you may be the most important person in a child's life. The slightest word from you may make a child happy, sad, secure, or fearful. Thus, it goes without saying that you must weigh your actions carefully in all situations.

.... If you're assigned to kindergarten or first grade, expect some changes in a child as a result of exposure to the formal school

environment. Conformity to the demands of a new adult, intimate contact with a number of other children, separation from the mother for a substantial part of the day -- all these must impinge on the child's behavior and his concept of self. It's up to you and your teacher to cushion the shock of this new world in a constructive and meaningful manner.

.... Don't play favorites. Children are individuals. They learn at different rates. It's a good idea to try to understand the mental abilities of the pupils in your grade. Don't neglect the poor learner or the Spanish-speaking child for the bright one, or the lethargic for the spirited. Try to divide your time evenly among all pupils. Most children realize, and are hurt, if it's obvious that someone else is getting more attention.

.... In an effective learning situation, the child is actively striving to solve problems that block his way to attractive goals. Although it won't be your job to plan classroom opportunities which bring the children face to face with such problems, you might discuss with your teacher what part you can play in directing the children toward this goal.

.... Good adjustment in your classroom attitude promotes favorable pupil adjustment. Children are great mimics, and in the early primary grades expecially, will imitate actions or speech of adults. If you're fair and considerate, they will be, too.

.... Don't scold an erring child in front of the entire class. This is an element of leadership which carries right into the adult world. No one enjoys being punished in front of an audience, and in children the results can be especially harmful. Above all, always make your criticism constructive, not degrading.

Now, a word about safety in the classroom. Remember: <u>accidents don't just happen</u>. Safety should be a part of everything you do, in the classroom and out.

Many accidents are caused by carelessness. A teacher or an aide needs "eyes in the back of her head." Try to foresee an accident before it can happen. Always be aware of accident possibilities.

Don't let the children tip back in chairs -- or put their feet in the aisles where they can trip someone -- or run in the school room or hall -- or push when they get into lines -- or carry anything that might be sharp, such as a knife -- or put pencils in their mouths.

Teach the children how to carry scissors, points downward, and how to keep the floor clean so that no one will hurt himself by slipping on a piece of crayon or food. Teach them to put their chairs under their desks when they leave the room;

teach them to pass on the right side of the hall; and show them how to leave the room for a fire drill and listen for directions.

As an aide, you should know what to do, and what not to do, in case of emergencies. Discuss this with your teacher. Find out what the school policy is. Are you expected to call the teacher, principal, or nurse? Don't treat injuries unless no one else is available. Always try to let someone who is your superior in authority take over if possible.

As an aide, your assignment is to supervise children and prevent injuries. Be familiar with what can happen. Develop safety procedures, and enforce them with your pupils and associates. Regret may be sincere, but it is poor compensation for injury to a child.

A child's world is a happy one, generally, so come to school every day with a smile. Be happy and tolerant, and you'll find that your pupils will respond with the same behavior.

How Am I Doing?

That's a good question for anyone to ask -- especially those who

work with children. What are my strengths? What are my weaknesses? What can I do to improve my on-the-job performance?

Such questions lead to important discoveries about one's self. They are questions of self-evaluation. The effective aide will certainly be a candid self-evaluator.

Your work will also be evaluated by others, chiefly by your teacher. Accept this fact -- indeed, welcome it, for the evaluative process is the main part of the self-improvement process.

Certainly you will not be alone in the subject of routine evaluations. Everyone connected with schools is evaluated. The work of teachers is evaluated by principals and supervisors; the work of principals and supervisors is evaluated by the superintendent of schools or the director of a program; the work of the superintendent or the director by the school board or state official; and the work of the board members is certainly evaluated by the citizens who do their "scoring" on election day.

Typically, your supervisor will look for signs that you are demonstrating the ability to work harmoniously with students, teachers, parents, and others; the ability to adjust to change (since duties tend to be varied in nature); and -- very important -- the ability to recognize that some matters are confidential and must be kept so. A gossip will never make a good aide!

Right now, why not try your hand at evaluating yourself? The following checklist is from an actual Teacher Aide Evaluation Form -- the one used in the schools of Stamford, Connecticut. Think about

yourself in relation to the qualities and skills indicated in the left-hand column, and give yourself an honest rating for each item plus an overall rating. Then, ask a good friend to rate you candidly on the same items. By comparing your judgments with hers, you will gain insights into yourself that will be valuable as you chart a course of self-improvement.

HOW AM I DOING?

	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNSATIS-FACTORY
General Appearance					
Personal Character-istics					
Attitude Toward Job					
Attitude Toward Children					
Ability to Help and Work with Teachers					
Enthusiasm					
Punctuality and Attendance					
Health					
Speech					
Clerical Skills					
Overall Evaluation of Aide					

GENERAL GUIDELINES FOR TEACHER AIDES

In addition to the specific duties which you have assumed as a teacher aide, there are many obligations and responsibilities which result from being involved in the educational process. This summary of some expectations may help to convey the extent of your responsibility and serve as guidelines.

1. Orient Yourself to the Job - Confidence in performing your assignment successfully will depend on your continual effort to train and orient yourself. Accept correction in the spirit of improvement. Establish rapport with children and staff.

2. Be Responsible - Support the teacher. Complete assignments promptly. If you do not understand her procedure, discuss this with her. Do not undermine her procedure with the children. The tasks you perform and those which you do not perform will determine the quality of relations which result from your service; not only for you, but for all other aides in the program.

3. Be Relaxed - You are a helper. The teacher originates the plans and does the teaching. She has the responsibility for instruction, supervision and discipline. You help her extend her plans and services.

4. Be Pleasant and Friendly - Children may sometimes be moody, discourteous or annoying, but they depend upon adults to be consistent, and to be fair to provide models of behavior. A pleasant word may often change the whole direction of a situation.

5. Be Neat - Young children learn from example. You have an obligation to be well-groomed and meticulously clean. Bright, well-fitting clothes and interesting accessories are appreciated by young children and provide additional topics for conversation with them.

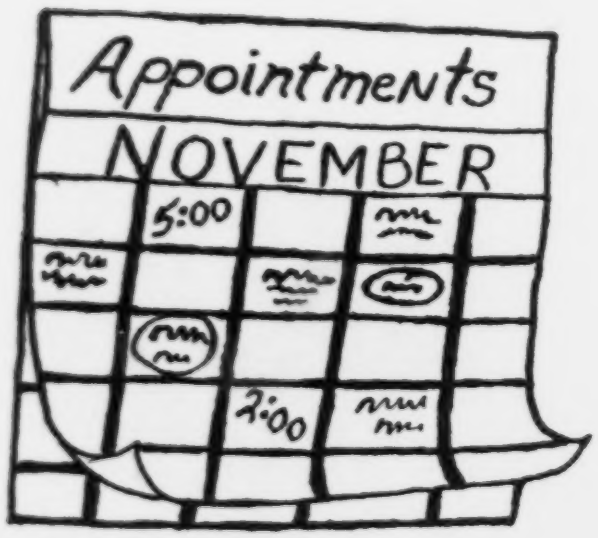
6. Be Consistent and Fair - Treat all children with the same friendly courtesy which you accord the staff. Use the same degree of firmness for all

7. Be Aware - Recognize that different teachers have different teaching styles and work successfully with children in different ways. You must learn that you have to adjust to each situation and help in different settings. Understand that the presence of a new adult in the classroom may be upsetting to children. Be patient, this will pass.

8. Be Concerned, But - Do not become overly involved in your personal relationships with children. Refer parental problems to the teacher. Refer discipline problems to the teacher. Avoid physical contact with children.

9. Be Discreet - The personal records of children exist only to provide information on child growth for the professional staff. THESE RECORDS ARE CONFIDENTIAL AND ARE NOT TO BE SEEN OR USED BY AIDES. Similar information which you may obtain as a result of classroom activities must be treated with the utmost care and confidentiality.

10. Be Wise - NEVER discuss pupils with parents. Avoid discussing school business out of school.



SPECIFIC DUTIES OF TEACHER AIDES

The teacher aide can:

1. Supplement the services of professionally trained teachers.
2. Allow teachers more time for instruction.
3. Provide drill and reenforcement of teacher instituted learning activities.
4. Assume many of the clerical functions performed by teachers.
5. Supervise children in informal instructional settings.
6. Provide more one to one and small group relationships with a supportive adult.
7. Supervise individual and small group assignments and activities.
8. Write experience stories as dictated by children.
9. Read poetry and tell stories.
10. Guide the pupils in the use of visual aids.
11. Prepare copies of seatwork that has been developed by the teacher.
12. Place materials on the chalkboards.
13. Prepare charts under the teacher's direction.
14. Prepare tapes and transparencies.
15. Supervise free activities during play periods.
16. Aid the teacher with hall, lavatory, and lunchroom duty.

17. Help in room arrangement, exhibits, displays, and bulletin boards so as to create a more effective learning climate.

18. Improve the use of library facilities and services.